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ABSTRACT

The three curriculum units for the fourth grade level focus on: (1) conservation careers, systems, and needs; (2) occupational variety and qualifications; and (3) self awareness. Behavioral objectives range from helping students to become more aware of careers in a variety of occupations, including conservation. A chart format is used to list suggested content questions; teaching techniques and learning activities; and, learning resources and materials. Culminating activities conclude the conservation unit's learning activities. A resource list is provided for each unit which includes: children's books, booklets, kits, filmstrips, filmstrips and cassettes, and posters. (SD)

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ED106598

CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Conservation

APPROXIMATE GRADE LEVEL: Grade 4

MAJOR SUBJECT AREA: Science

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

Dixie Hamilton

Jerry Sykes

ADMINISTRATIVE ADVISOR: William Porter

THE CAREER EDUCATION PROGRAM
GENEVA AREA CITY SCHOOLS
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CE 003 770

INTRODUCTION TO: Conservation

This unit on conservation is designed for the fourth grade class. It begins in the geographical area of the student involved. An investigation is initiated in familiar localities of Geneva and continues throughout the school year incorporating the curriculum of the fourth grade.

BROAD OBJECTIVES:

1. To help the children become aware of careers in the area of conservation of water, woodlands, soil, and wildlife and to understand how individual talents and interests of students may develop into future needs and jobs.
2. To help the children understand the water cycle pollution problems and how people can work to improve and conserve water supplies.
3. To help children understand what type of people and jobs are involved in woodland and forest conservation.
4. To help the children understand how all animal life is dependent upon man and his environment for survival and what conservation jobs are available in this area.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Map study of geographic areas of Ohio will form an understanding of environment and conservation needs in local situation.	Materials needed: 1. Mimeographed maps of Ohio for each child 2. Colored pencils	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Give the students the addresses where they can write to investigate the occupations available in conservation.	Materials to send for: Conservation Occupations U.S. Dept. of Labor Bureau of Labor Statistics Washington, D.C. 20212 Career Employment in the National Park Service Dept. of Interior, 1961 Washington, D.C. Supt. of Documents U.S. Govt. Printing Ofc. Washington, D.C. 20402 Ashtabula County Metro Park Lampson Road Ashtabula, Ohio	
1. What are Ohio's conservation needs in the areas of water, woodlands, soil and wildlife?	Take the class on a field trip to Geneva State Park.	Field trip: Geneva State Park	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Students will set up aquariums for science projects and for enjoyment during learning experience. From children's interest groups (water, wildlife, and woodland): 1. Write for information about areas of conservation, state and nationally. 2. Research on conservation (found in school library and interviews from field trips). Learn songs and music on conservation theme.	Materials needed: Aquariums (2) Fish Terrarium Songs: Conservation, Conservation America the Beautiful	
2. What does conservation mean to you?	Student investigation will initiate a Big Book Project: (class project). In development of unit, each child will contribute one whole page. The book will include:	Materials for Big Book: Poster board - rings Paper 18" x 24"	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	1. Cutouts or drawings 2. Scenes from impressions on conservation (water, wildlife, and woodlands) 3. Charts - water cycle food chain oxygen cycle 4. Maps - National forests State parks Migration 5. Reports - uses of water and woodlands 6. Conservation career summaries (occupations) 7. Other ideas contributed by students		
3. What is the definition of water cycle? What importance is the cycle to conservation?	Big Book project pictures: Ways of using water Water scenes Water cycle Careers in water Use and conservation	Transparency or diagram of the water cycle	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
4. How does government affect water conservation? Federal State Local	Write agencies for information. Invitations to city businessmen to talk to students. Reporting on letters on information sought.	Resource people: Naturalist, geologist, archeologist, etc. available in area Park officials Local businessmen	
5. What areas of work are involved in conserving water?	Reports from water interest groups. Add valuable information to individual folders. See filmstrips.	Filmstrips: Conserving Soil and Water (Geneva) Why Does it Rain (Geneva) Nothing Can Live Without Water (Geneva) Water in Weather (Cork) Underground Water (Geneva	
6. How is water used in recreation?	Discussion. Individual interest research. Read books in the library.	Children's book list for water and soil conservation is listed in the bibliography	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
7. How does water conservation affect the quality of the environment of living things?	Interest groups research developed around unit's main areas: 1. Water 2. Woodlands 3. Soil 4. Wildlife		
	Take a field trip to a nearby fish hatchery	Field trip: a nearby fish hatchery	
	Show transparency or diagram of the water cycle; then discuss.	Transparency or diagram of water cycle.	
8. Why must our woodlands be preserved?	Show filmstrips on the forest.	Filmstrips: Telling Trees Apart (Spencer) Forest Conservation (Geneva) Life at the Timberland (Geneva) The Rocky Mountains (Geneva) Story of Mountains (Spencer) Using Our Forests Wisely (Geneva) Identify Common Trees (Cork)	
	Study and discuss oxygen cycle.	Forest Conservation (Geneva)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
9. What are the career opportunities in woodland conservation?	Read books. Individual and group work in Big Book: 1. Charts on cycles 2. Scenes of woodland use and conservation 3. Careers in woodland conservation and usage Individual folder reports on career possibilities in woodland conservation.	Books concerning woodland conservation are listed in the bibliography.	
10. Why must soil be conserved.	View and study filmstrips.	Filmstrips: Agriculture in Ohio (Austinburg) How Man Destroys Soil (Austinburg) Controlling Erosion in Fields and Woods (Austinburg) Gully Erosion Problems (Austinburg) Agriculture (Geneva)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Conserving Soil and Water (Geneva) Saving the Soil (Geneva) How Soil is Formed (Geneva) A Story of Our Earth: Rocks and Soil (Spencer) Wildflowers Everyone Should Know (Spencer)	
	Experiments in soil erosion and plant growth.	Equipment needed: Aquariums - 5 gal.	
11. In what ways may soil be conserved?	Individual and group projects and reports. Recording in individual folders on soil conservation career possibilities. Big Book project (art, language, scientific facts). Bank project: (Conservation practices on eroded bank on school playground property) Ex: fill in and planting.	Materials needed: Soil, bulbs, gardening tools and other plants	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
12. How are living things and their environment interdependent?	Listen to records and view filmstrips.	Filmstrips: Natural Environment (Cork) Homes of Birds (Spencer) Meaning of Conservation (Geneva) How Animals Protect Themselves (Geneva) Animals of Long Ago (Geneva) Wild Animals (Geneva) Wild Animals at Home (Geneva) Animals to Know (Geneva) Desert Plants and Animals (Geneva) How Color Protects Animals (Geneva) Reptiles (Geneva) Finding Out About Mammals (Geneva) Living Things (Austinburg) Animal Homes (Austinburg) What Settlers Did to Wildlife (Austinburg)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Problems of Wildlife Today (Austinburg) Life of a Monarch Butterfly (Austinburg) Aiding Wildlife of Field and Stream (Austinburg)	
	Assign individual reports on specific interests of students in particular animal groups: 1. Birds 2. Fish 3. Land animals, etc.		
13. How are living things adapted to their environment?	Correlate research with art, language arts, social studies in research groups to continue work on Big Book project and individual investigation to build career awareness.		
	Field trip to Kent State Geology Department.	Field trip: Ashtabula Branch K.S.U. Geology Dept.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
14. What part is man playing in the conservation of wildlife?	Invite older people in community to school to share with students changes in natural resources of land and animals during their lifetime.		
15. What careers are related to wildlife conservation?	Chart and map activities will be based on geographical areas, migration and cycles included in study and research.	Work and art materials: Paper (colored and white) Crayons Magic markers Tempera paint Cardboard	
	Invite county game warden and agent to present ideas of jobs and responsibilities in wildlife conservation.	Resource person: County game warden	
	Have the students read and study the magazines and books about wildlife.	Books concerning wildlife conservation are listed in the bibliography	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
16. What have we learned about conservation opportunities and needs of environment?	Role-playing activities to be planned by students.		
CULMINATING ACTIVITY:	A puppet stage will be built: 1. Plays written by students on topics: Water Conservation Woodland Conservation Wildlife Conservation 2. Puppets made to play roles created. 3. Write stories about some of the ways man has either improved or harmed the environment for living things. Include in Big Book and individual folder collection.	Materials needed: Cardboard Cloth Needle Thread Old light bulbs or towel rolls for heads Newspapers Wheat paste or flour paste Old socks Tempera paint Brushes	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	4. Present interesting stories, poems and drawings of students' thoughts and conclusions. Use bulletin board for display throughout unit for complete involvement of students. 5. Vocabulary enrichment to be incorporated throughout study to cover broad spectrum of occupations and general terms. 6. Students to use tapes of interviews and snapshots taken during unit development to summarize understandings and awareness of objectives. Reports and pictures may be placed on bulletin board, Big Book or individual collection folders.		

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Goetz, Delia. Islands of the Ocean. New York: Morrow, 1959.

Heady, E.B. The Soil that Feeds Us. Parents' Magazine, 1972.

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Williams, Ellis, Anabel. Man and the Good Earth. New York: Putnam, 1959.

(Woodlands)

Blough, Glenn O. Lookout For the Forest, a Conservation Story. New York: McGraw Hill, 1955.

Bronson, Wilfrid. Freedom and Plenty: Ours to Save. New York: Harcourt and Brace, 1953.

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(Wildlife)

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Seton, Ernest. Two Living Savages. New York: Doubleday, 1959.

Simon, Seymour. Science Projects In Ecology. Holiday House, 1972.

2. Filmstrips:

(Austinburg and Cork)

Identifying Common Trees

Water Is Weather

Living Things

Animal Homes

What Settlers Did to Wildlife

Problems of Wildlife Today

Life of a Monarch Butterfly

Aiding Wildlife of Field and Stream

Agriculture in Ohio

How Man Destroys Soil

Controlling Erosion in Field and Stream

Gully Soil Erosion

Natural Environment

(Spencer)

A Story of Our Earth: Rocks and Soil

Wild Flowers Everyone Should Know

Homes of Birds

Telling Trees Apart

Story of Mountains

(Geneva)

Agriculture

Conserving Soil and Water

Why Does it Rain?

Nothing Can Live Without Water

Wild Animals

Animals of Long Ago

How Animals Protect Themselves

Meaning of Conservation

Underground Water

Wild Animals at Home

Animals to Know

Desert Plants and Animals

How Color Protects Animals

Reptiles

Finding Out About Mammals

Saving the Soil

How Soil is Formed

Forest Conservation

CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: The World Of Work

APPROXIMATE GRADE LEVEL: Grade 4

MAJOR SUBJECT AREA: Social Studies

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

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INTRODUCTION TO: The World of Work

This Worldof Work unit is designed for the fourth grade class as an introduction to the different types o work available.

The childrn will get an over-view of many types of occupations and the qualifications necessary to do th work. Each child will begin to think about the types of jobs which interest him.

BROAD OBJECTIVE:

To help children become aware of the world of work.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
How many different jobs can you list?	Pre-inventory. Child lists all jobs he can recall to be compared at end of year with a similar list.		
1. What does your mother do?	View filmstrip, "What Else Do Mothers Do?" Discussion of what the students' mothers do.	Filmstrip: "What Else Do Mothers Do?" (The Wonderful World of Work Series 4-6) Cork	
2. What does your father do?	Filmstrip--view and discuss. Discussion of what the students' fathers do.	Filmstrip: "What Else Do Fathers Do?" (The Wonderful World of Work Series 4-6) Cork	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
3. What are the proper techniques in interviewing?	Practice interviewing techniques in class. Child interviews parents (or other adult) and writes up and/or reports to class.		
4. What do other people do?	Take picture of parent at work, if possible.	Camera, film (see co-ordinator)	
5. What jobs interest you?	Children bring in pictures and clippings for bulletin board display.	Pictures of workers.	
	Group children according to interest area.		
	Groups view filmstrips related to their interest area. Have tour of library for sources of material.	Filmstrips: (Cork) Electrical Services Gas and Oil Services Telephone Services Transportation Manufacturing Personal Services Commerce Natural Resources Instrumentation Chemicals Library tour - Librarian	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
6. What do (_____) do? (role models representing interests of the interest groups) A. Likes and dislikes B. Hours and wages C. Qualifications D. Tie-in with education and specific subjects	Bring role models (representing interest area) to be interviewed by the small interest groups. Encourage role models to invite children to watch them at work. Take photo. Each interest group construct shadow box scene. Each interest group pantomime/role play jobs in that interest area. Each interest group compile a summary of that group's experiences. If there is an interest group related to secretarial work, that group could duplicate and distribute the summary reports. These reports could be added to each child's career booklet.	Role models from the community Camera Film Individual field trips Boxes and trivia	

BIBLIOGRAPHY

1. Books:

Senesh, Laurence. Our Working World. Illinois: Science Research Associates, 1973
"Families At Work"
"Neighbors At Work"
"Cities At Work"
"Regions of the U.S."

2. Filmstrips:

Educational Activities:

Fathers Work

Mothers Work, Too

What Else Do Fathers Do?

What Else Do Mothers Do?

Electrical Services

Gas and Oil Services

Telephone Services

Transportation

Manufacturing

Personal Services

Commerce

Natural Resources

Instrumentation

Chemicals

3. Filmstrips and Cassettes:

Exploring Careers - Group 1 - Singer A610SATC:

Newspaper Reporter. SVE.

Broadcast Technician. SVE.

Long Haul Truck Driver. SVE.

Telephone Installer. SVE.

Auto Mechanic. SVE.

Airline Cabin Attendant. SVE.

4. Posters:

Modern Workers - Set 1. New York: F.A. Owen Publishing Company, 1967.

Modern Workers - Set 2. New York: F.A. Owen Publishing Company, 1967.

C A R E E R E D U C A T I O N P R O G R A M

G E N E V A
A R E A
C I T Y
S C H O O L S

UNIT TITLE: This Is My Life

APPROXIMATE GRADE LEVEL: Grade 4

MAJOR SUBJECT AREA: Health and Science

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

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INTRODUCTION TO: This Is My Life

This unit is designed for the fourth grade class and will serve as an introduction to a guidance program which will continue throughout the school year. Knowledge of self is an integral part of the career awareness program. This unit is intended to be correlated with chapters 1 and 12 of the fourth grade health text, Health by Byrd, Neilson, and Moore (Laidlaw).

BROAD OBJECTIVE:

To help children become aware of themselves.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. Who am I?	Show filmstrip. Self-development kit, Focus II.	Filmstrip and Record: A Very Important Question - SRA Responding, Stage 2. Focus on Self-Development Kit.	
2. When you look in the mirror, what do you see?	Have children describe their features as they look in mirror. Have two children look in mirror and describe each other.	Full length mirror or individual mirrors	
3. What are you like with your friends, your family, in class?	Write a short paragraph on each telling how you feel and act in each situation.	Singer Kit Focus II	
4. Do you feel happy most of the time? Unhappy?	Cut pictures from magazines showing these feelings. Cut pictures	Magazines Newspapers	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	from magazines showing things that make them happy and unhappy. Children write captions for the above pictures and display.		
5. Do you like yourself?	Make a list of likes and dislikes about yourself. Have children tell how they can improve on their dislikes.		
6. Do you think you would want yourself for a friend if you were another person?	Discussion of what a friend should be.		
7. What are some things you like to do? A. Do you like to do new things? B. Do you like to work with your hands? C. Do you like to read? D. Do you like to talk? E. Do you like to do things with other people?	Discuss questions under number seven. Prepare bulletin board "Things We Like To Do." Have each child bring a picture showing the thing he likes to do most. Have list of children's names on bulletin board. Pin string from picture to the name.	Pictures from magazines String or yarn Pins	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
F. Do you like to do things by yourself? G. Do you like to play school? If so, which do you like to be, the teacher or the student?			
8. Do you like to pick out your own clothes to wear to school?	Have children bring pictures of clothes they like to wear. Have children wear their favorite outfit to school.	Magazine pictures	
	Make color chart. Discuss different colors. Children can make poster showing how their favorite color is used in life. (Example: red - stoplight, stop sign, fire engine, emergency light, Santa Claus suit, etc.).	Poster paper	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
9. What is your favorite food?	Have each child bring a piece of their favorite food from home. May bring a picture. Discuss with the class; telling what it is, why they like it, etc. Make a chart of the basic foods. Discuss why we need all of these foods. Have each child plan a meal--cutting out the different foods and pasting them on a paper plate. Display these plates and have children compare the different meals.	Food or picture Paper plates Magazines	
10. Do you have a best friend? What makes you all best friends?	Have each child write a short paper telling about his best friend, being sure to point out good and bad points.		
11. Is everyone like everyone else?	Have each student write an autobiography.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Allow children to read each others autobiography and see that everyone is different.		
	Self-portrait.	Drawing paper	
	Bulletin board of self-portraits matched with photos brought from home.		
	Start individual folders or booklets about self and careers to be kept throughout the year.	Tab folder for each child	
	(Autobiography, self-portrait, and photo put in folder.)		
	"All About Me" bulletin board. Each child will prepare a bulletin board about himself for one week. During this week the child will also be the classroom helper. He may choose someone to help him, if he wants to.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Guidance counselor will introduce her services. Throughout the year the counselor will conduct group guidance sessions.	Resource Person: Elementary Counselor, Miss Stasko	

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2. Booklets:

Junior Guidance Series. SRA.

Here I Am. SRA.

The Me I Know. SRA.

What I Like To Do. SRA.

3. Kits:

D.U.S.O. Puppet Kit. Circle Pine, Minnesota: American Guidance Service, Inc.

SRA Responding, Stage 2. Focus on Self-Development Kit.